DATE:

TO:

SITE:

FROM: Melissa Van De Wege, Accreditation Review Manager: mvandewege@cea-accredit.org

CC: CEA Rep and CEA Director of Finance and Operations, Joy Cook: jcook@cea-accredit.org

SUBJ: Site preparation for the review team site visit

Thank you for confirming the dates and the team for your upcoming CEA site visit. This memo contains information to assist you in preparing for an efficient and effective site visit. **Please read it carefully and review Section 4 of the *CEA Accreditation Handbook*,** to help you prepare for the visit. Please contact me if you need an electronic copy of the Accreditation Handbook.

Site visit days and dates:

Site visit team information: The CEA Rep and Team Leader will communicate with you about the site visit.

Team Leader	Team Member	CEA Representative (Rep)

Lodging and ground transportation:

Upon receipt of this memo, please send 3-4 hotel recommendations to the CEA Rep that meet these criteria:

- 3 rooms available
- Convenient to your site and restaurants, and, if possible, offers shuttle service, free Wi-Fi, and complimentary breakfast
- Reasonably/moderately priced. If the school has discounted rates established at hotels, please provide the CEA Rep with detailed information about accessing the discount.
- The CEA Rep will be in touch with you to discuss the options for transportation for the team to and from the airport and while on site.

Please **do not** make a hotel reservation for the team unless specifically asked to do so by the CEA Rep.

Site Visit Culture:
The two peer reviewers and the CEA Rep will be visiting your school to conduct an accreditation site visit. The team's role and responsibilities include verifying your school's compliance with the standards and writing their findings in a report after the site visit. Therefore, the review team has strict protocols, dictated by CEA, which they must follow on every site visit. Please note the following items related to the visit:

1. No photos may be taken of the review team or any on-site activities anytime during the site visit.
2. The review team is prohibited from socializing with site personnel during the site visit. Please do not plan lunches, dinners, or other social events with the review team.
3. The review team is also prohibited from accepting gifts. Please do not purchase or provide any kind of gift to review team members, including any items branded with your school's name/logo.

Site Visit Schedule:
Within two weeks of receiving this memo, prepare a first draft agenda using the sample attached to this email message and the information included in Section 4 of the *Accreditation Handbook*. Send the draft agenda as an e-mail attachment to the CEA Rep for initial feedback. After revisions, send the second draft to the team leader, team member, and CEA Rep.

The visit schedule will vary at each site, but please note the following aspects of the visit and guidelines. Please consult Section 4 of the *CEA Accreditation Handbook* "Activities during the visit" for more information about each aspect of the visit which appears on the agenda. Note that the process for financial review has changed since the time the *Accreditation Handbook* was published.

1) Initial Meeting: This should take place before other site visit activities commence.

- Include as many faculty, administrators, and staff in the meeting as possible so that they can meet the team and receive an overview of the visit.
- Begin the Initial Meeting with brief introductions of your faculty and staff and a program overview.
- The CEA Rep and team leader will conduct the rest of the meeting according to CEA protocols.
- The Initial Meeting will take approximately 20-30 minutes.

2) Tour of facilities

- Administrative and faculty offices, classrooms, computer and audio labs, storage rooms, lounges, and other locations where the faculty or students in the program have access.
- Accredited sites are required to publicly post the CEA Standards and the CEA Complaint Policy publicly. Contact CEA if you need more information about these requirements.

3) Interviews: Following is information about the different types of interviews that the review team will conduct.

Faculty:
Allow a half-hour for individual faculty interviews or an hour for group faculty interviews, as teaching and class visit schedules allow. Schedule a range of faculty for interviews: new and long-term faculty, full and part-time, teachers-in-training, and non-native English speakers, if any. Not all faculty need to be scheduled but all should be available if the team requests. If there is time, an "open" faculty interview period is also possible if desired. This allows any faculty not already scheduled for an interview to talk to the team.

It is possible to schedule two faculty interviews at one time; each reviewer will interview one person or group. However, for faculty with particular curricular assignments, such as a curriculum coordinator or testing coordinator, schedule these interviews in addition to the regular faculty interviews and at different times, allowing for one of the reviewers to conduct both such meetings. This is because often one of the reviewers focuses on verifying the standards related to curriculum and assessment and will need discreet time slots for such interviews.

Students:
In preparation for the site visit, you should inform all students about the team being on site. Students can be interviewed in several ways. One way is to schedule two groups at one time, a higher and a lower level group, including a representative sample of countries/languages and new and continuing students in each group. When students are interviewed in groups, please arrange for there to be approximately 6-8 students per group. Another option is to allow a reviewer to interview a class following a class visit, if that is not too disruptive for the class and/or the teaching schedule. An additional "open" student interview meeting can also be scheduled. Inform students that anyone is welcome to talk to the team. Also, please let students know that the team may interact with them spontaneously if the opportunity arises, such as in hallways between classes.

Administrators and Staff:
Early in the visit, schedule both reviewers and the CEA Rep for a brief appointment with the primary supervisor to whom the director of the IEP reports (CEO, Dean, etc.). Then, schedule both team members to interview the Director for a one-hour meeting on the first day and a second one-hour meeting on the morning of the third day. This second meeting is an opportunity for the team to tie up any loose ends in their verification of the standards; on site, the team may cancel this meeting if it is not required.

Allow a half-hour for individual reviewers to interview administrators and staff members, including PDSO/DSOs, student advisors, housing coordinator, admissions personnel, recruitment personnel, the business manager, and/or other staff and administrators specific to your site.

4) Document review
Include a block of time in the schedule for the team to be in the team room to look at documents, preferably on the first day.

5) Class visits:
Class visits take no more than 15-20 minutes each. The team will not visit all levels for all skills, but you should include a representative sample of classes for the reviewers to observe, including morning, afternoon, and evening classes, if offered. If you have new faculty, part-time faculty, teachers-in-training, non-native English-speaking faculty, or faculty with less formal training, for example, schedule visits to their classes because the team will probably request to observe these faculty members. The site visit agenda typically includes 4-6 class visits.

6) Rest breaks:
Try to include a morning and afternoon break of at least 15 minutes on the first two days.

Meeting for the CEA Site Visit Representative:

For sites with current SEVP certification, the CEA Rep will need to interview the P/DSO in order to conduct verification activities related to Administrative and Fiscal Capacity Standard 8. Please schedule a meeting for the CEA Rep and the P/DSO that is separate from the reviewers' meeting with that person. The CEA Rep will brief the review team on the Rep's findings.

Financial Review Interview

The CEA Director of Finance and Operations carries out the activities related to the financial review of the site. In keeping with CEA's confidentiality policies, reviewers do not receive the site's financial information related to Administrative and Fiscal Capacity Standards 11 and 12. The CEA Director of Finance and Operations reviews the site's report and will contact the site visit coordinator within two weeks of the receipt of this memo to schedule interviews with certain personnel on site. The CEA Director of Finance and Operations will let you know who needs to be interviewed for the financial review, and these interviews will be conducted remotely the week before, the week of, or the week after the site visit is scheduled. Additional on-site verification may be required, and the CEA Rep will arrange with you any such activities as directed by the Director of Finance and Operations.

A note regarding the agenda: You will prepare a first draft agenda, following the sample at the end of this memo. Please note that the days and times of the interviews can be tailored to meet your school's scheduling needs. For example, in order to accommodate teaching schedules, you may need to schedule the Initial Meeting for earlier in the morning on Day 1 than what is on the sample agenda. Also, class observations should be scheduled for times that allow the team to observe an array of classes offered (see #5 above). Feel free to schedule interviews and on-site activities for times that are convenient for your faculty, administrators, staff, and students. Another item to note is that it is useful for the team to meet with senior-level administrators (e.g., Director, Assistant/Associate Director) early in the site visit, such as Day 1, if possible.

Preparing the Team Room

The team needs a **lockable, private work room**. The team room, in general, should not be used for any interviews during the site visit; the team needs a private space that they can use for the entirety of the site visit.

Please note: The site needs to ensure privacy for the team in the team room. Therefore, the room should be sufficiently sound-proof, and video and/or audio recording are strictly prohibited.

Please ensure that the room has the following items ready for the team:

1. Keys for each member of the team, if possible
2. Adequate, comfortable seating for three people, with space for each to spread out materials and laptops
3. A computer attached to a secure printer, and the computer should have: internet access, intranet access to any program documents that are stored electronically, and a copy of the self-study with functioning links. Please provide instructions on how to access the appropriate files kept on the school's intranet, if used.
4. Office supplies and equipment: a small supply of paper, post-it notes, stapler, paper clips, scotch tape and a shredder with a small supply of trash bags
5. All documents or exhibits listed in the self-study as available on site and any that reviewers have requested to see prior to the visit (see On-Site Documentation, below)
6. An inventory of the documents and exhibits available in the room and on site

7. Light refreshments: water, coffee, soft drinks (diet and regular), snacks such as fruit, nuts, crackers, etc. The team may request a limited number of specific items, and providing these items is a courtesy to the team as it is not uncommon for teams to work through lunch or late into the afternoon.
8. A folder for each of the three review team members, with these items:
    - The most recent version of the site visit agenda
    - Floor plan of the facility or map of the areas used by the IEP
    - Current organization chart with names. Indicate any changes since the self-study report was submitted.
    - Faculty/staff roster, with first and last names, titles, office numbers, and teaching responsibilities for the term. Highlight any changes since the self-study was submitted.
    - Current schedule of classes with course numbers, titles, meeting times, room numbers
    - Name tags for reviewers
    - List of convenient places to eat lunch and dinner
    - Wireless internet username and password, if available

Please contact the CEA Site Visit Representative with any concerns about the team room requirements.

On-Site documentation: Please prepare and make available in the Team Room all documents or exhibits listed in the self-study report as available on site, or which the reviewers have requested during visit planning. If files cannot be kept in the Team Room, please clearly indicate the location of the documents and the personnel responsible for access to them. Provide an inventory of the documents and exhibits, as follows:

1. Paper documents: Label documents clearly and organize them by standard area (e.g., Curriculum, Faculty, etc.).
2. Electronic files: Provide a list of electronic folders and the files that are contained in each folder and indicate which standard(s) each file relates to. If an intranet, shared network drive, or shared learning management site is used, provide a printout of the site map showing the position of relevant folders.
3. Manuals, Handbooks, and Binders: Label them according to their contents and the applicable standard(s)
4. All documents that your school indicated in the self-study as available on site in part B, box #2 in each standard ("Verification on site"). In addition, please review the "Document Guide by Standard" in the appendix of your *Accreditation Handbook*. Not all of the documents as listed will pertain to each site, but please review the list to get an idea of the kinds of information that the review team will need to see on site.
5. The team will need to see copies of completed tests given over two terms of study. Regularly used blank test forms are also useful.
6. Please provide a copy of the syllabus and a lesson plan for each class observation that is scheduled on the agenda.

Other required documents: The reviewers and CEA Rep will need to see the following **secure files and documents**, among others, so please ensure that the following files and documents are organized ahead of the visit and easily accessible for the review team:

1. **Student files**: Materials required to request an I-20, SEVIS files, grade reports, attendance records, payment records, proof of medical insurance-if required by site, etc.
2. **Faculty, Administrator, and Staff files**: Resumes, proof of academic credentials (if applicable), job descriptions, terms/conditions of employment, annual performance evaluation documents, evidence of on-going professional development, etc.

Additional note regarding documents: If documents which were not included in the self-study are required by the review team before the site visit, the CEA Rep or the Team Leader will contact the site and request that these items be sent electronically to team before the visit.

Certain financial documents referenced in the *Accreditation Handbook* appendix for U.S. reviews will be verified by the Director of Finance Operations. Ensure that all required documents are prepared to be easily accessible. As noted above, the CEA Director of Finance and Operations will contact you to arrange the virtual interview. As part of those preparations, she will instruct you regarding how to provide the documents, whether through discussion during the virtual interview, electronic submission, or providing hard copies to the CEA Rep. The Director of Finance and Operations will be in touch with you with more information about the requirements for the financial interview